

**Monarch Learning Center**  
***Public Charter Schools Grant Program***

**Abstract**

A child is like a newly emerging butterfly, yearning to take wing. Monarch Learning Center (MLC) cultivates a family community culture that supports and enhances each student's flight. Every student at MLC is empowered as a self-directed learner who is able to successfully demonstrate, articulate, and evaluate what he or she is learning.

MLC emerged from the requests of parents whose children had been attending our sister school, Chrysalis Charter School, and wanted a full-time site-based education for their children, while maintaining our high quality science-based Integrated Thematic Instruction with individual learning plans for each student. Effective June 7, 2000, we became an independent charter school with a constant expansion from kindergarten through seventh grade, and now in 2001 have a waiting list of 41 families guarantees that we shall be serving grades K-8 in 2002. We benefit from a strong and wonderful partnership with our enthusiastic sponsor, Redding Elementary School District. Our district has long served as a role model for innovative and creative educational practices with two other successful charter schools. With their expertise and assistance we have secured a permanent school site (15-year lease with approved plans to purchase). Grant funds will be used to fulfill four priority needs: 1) initiating academic intervention to meet the needs of struggling, low performing students, 2) improving teacher professional development preparation to better serve the needs of our at-risk students, 3) completion of instructional connectivity and technology resources, and 4) purchase of needed instructional and support materials.

MLC has demonstrated success in providing valuable opportunities and powerful learning experiences by addressing each student's unique learning styles and needs, while fostering an active community learning culture, incorporating community partners and families. Our school environment and instructional approach has received great and positive response from parents, media, and the community. We individualize instructional experience while maintaining an excitement for learning with a firm grounding in the academic basics (reading, language arts, math). The MLC education experience is developmentally appropriate, placing an emphasis on natural science through annual school-wide science themes around which our curriculum and instructional activities are designed. Instruction centers

on reading, language, math, and science literacy skills and is based on the three principles of Respect, Excellence, and Understanding. Assessments are obtained using a wide variety of standards-based and district-level measures.

Our morning services are dedicated to strengthening academic skills in language and math literacy, plus one weekly science activity. Afternoons are designed with integrated sessions involving history, social science, cultural programs, field studies, and fine and performing arts. Parents are provided with support for at-home follow-up activities and projects reflecting their child's interests and needs, as determined by their individual educational plans. Our numerous and varied afternoon classes and clubs also include varied hands-on cultural activities and other volunteer-inspired electives. Moreover, the school campus is an outdoor learning place for environmental projects. Students also participate in "out-in-the-world" trips or projects (e.g. nature camps and stream restoration). Families and community partners play a vital role in all aspects and operations of MLC. In addition to feedback and survey input, parents volunteer in the classrooms and on field study trips, serve on committees, assist with site improvements and maintenance, and share talents and skills via electives, project support, and fund raising.

Our mission is to serve the needs of each child and foster life-long learning and success within the support of a family-like environment. Our students apply critical thinking skills and strategies, seek answers, and collaborate with peers, all while being inspired with the attitude that learning is an exciting and challenging adventure.

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## ***Public Charter Schools Grant Program***

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Abstract

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**Form 4**

#### SCHOOL/PUPIL DATA COLLECTION FORM

*Please complete this form, using information available from your LEA co-applicant or DataQuest at <http://data1.cde.ca.gov/dataquest>. Do not estimate data. Charter school developers may use data from the school district(s) from which they intend to draw students.*

**The source of my information is:** October 2001 CBEDS revised December 2001

[illegible]

**(Estimated) enrollment for (proposed) charter school, by grade:**

K	1	2	3	4	5	6	7	8	9	10	11	12
21	11	16	22	12	9	7	11	0	-	-	-	-

**County(ies) where charter school will be located:**

[illegible]

**Form 4, cont'd.**

**My school is currently registered to participate in the Alternative Schools Accountability Model.**  
**Y X N ☐**

Existing charter schools not participating in the Alternative Schools Accountability Model must provide your most recent API results. API results can be found on the Internet at: <http://www.cde.ca.gov>.

**Academic Performance Index:**

	API Score	State Rank	Similar Schools Rank
<b>Year 1</b>			
<b>Year 2</b>			
<b>Year 3</b>			

For charter school developers, please name the schools from which you intend to draw pupils and provide their most recent API scores. Attach additional pages, if necessary.

Name	API Score	State Rank	Similar Schools Rank
Bella Vista	767	8	9
Black Butte	694	6	2
Meadow Lane	667	5	6
Verde Vale	652	4	5
Columbia	754	7	2
East Cottonwood	786	8	10
West Cottonwood	773	8	10
Alta Mesa	648	4	2
Shasta Meadows	705	6	3
Rother	665	5	6
Lassen View	666	5	3
Boulder Creek	749	7	2
Mistletoe	712	6	6
Parsons	704	6	4
Buckeye	644	4	1
Canyon	507	1	N/A
Toyon	638	4	4
Grand Oak (Project City)	707	6	6
Grant	860	10	6
Happy Valley	673	6	5
Pacheco	764	8	8
Bonny View	657	5	1
Cypress	615	3	4
Juniper	634	4	1
Manzanita	774	8	4
Sycamore	683	5	4
Sequoia	764	8	8
Turtle Bay	724	6	1

For charter school developers, please name the previous charter schools, if any, with which you have played an active role in developing or operating, and list their most recent API scores. Attach additional pages, if necessary. If you think that the success of these schools can be illustrated more clearly using STAR test data, please also complete the optional form, "Grade-level Improvement for STAR Testing," attached.

Name	API Score	State Rank	Similar Schools Rank
Chrysalis Charter School	777	8	N/A


**Grade-level Improvement for STAR Testing**  
(OPTIONAL)

**SCHOOL** Monarch Learning Center

**SAT-9 TEST DATA**

*Percent at or above the 50<sup>th</sup> National Percentile Rank*

<b>MATHEMATICS</b>				<b>READING</b>				<b>LANGUAGE</b>			
Grade	1999	2000	2001	Grade	1999	2000	2001	Grade	1999	2000	2001
2	<b>44</b>	<b>58</b>	<b>94</b>	2	<b>57</b>	<b>69</b>	<b>100</b>	2	<b>N/A</b>	<b>55</b>	<b>89</b>
3			<b>67</b>	3			<b>56</b>	3			<b>56</b>
4			<b>75</b>	4			<b>75</b>	4			<b>63</b>
5			<b>75</b>	5			<b>75</b>	5			<b>100</b>
6			<b>56</b>	6			<b>44</b>	6			<b>44</b>
7				7				7			
8				8				8			
9				9				9			
10				10				10			
11				11				11			

**SCIENCE**

**SOCIAL SCIENCE**

Grade	Yr. ____	Yr. ____	Yr. ____	Grade	Yr. ____	Yr. ____	Yr. ____
9				9			
10				10			
11				11			

**CALIFORNIA STANDARDS TESTS**

*Average Number of Correct Responses/Total # of Items*

<b>ENGLISH/LANGUAGE ARTS</b>				<b>MATHEMATICS</b>			
Grade	Yr. ____	Yr. ____	Yr. ____	Grade	Yr. ____	Yr. ____	Yr. ____
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			
8				8			
9				9			
10				10			
11				11			

**Form 5**

**CALIFORNIA PUBLIC CHARTER SCHOOLS GRANT PROGRAM**  
**Budget Sheet and Narrative**  
**Proposed Expenditures**

**For Implementation and Dissemination Grants:**

Name of Charter School: Monarch Learning Center

CDS Code 4 | 5 - 7 | 0 | 1 | 1 | 0 - 6 | 1 | 1 | 7 | 9 | 3 | 1

Account Codes	Description of Expenditures	Year 1	Year 2	Goals
<b>1000 Series - Certificated Personnel Salaries</b>				
1110	Two intermediate teachers (yearly salary for each \$32,000)	\$64,000	\$32,000 Match Title I	1
1115	Summer Institute Teacher Stipends (5 days x 10 adults x \$156/day)	\$7,800	\$7,800	4
Subtotal for 1000 Series		\$71,800	\$39,800	
<b>2000 Series- Classified Personnel Salaries</b>				
2410	Part-time Admin. Assistant (\$13 x 560 hrs.)	\$7,280	\$7,280	4
Subtotal for 2000 Series		\$7,280	\$7,280	
<b>3000 Series- Employee Benefits @ 27% of wages</b>				
3101-3901	Two intermediate teachers	\$17,280	\$8,640	1
3102-3902	Part-time Admin. Asst.	\$1,966	\$1,966	4
Subtotal for 3000 Series		\$19,246	\$10,606	
<b>4000 Series - Books and Supplies</b>				
4310	Computer software supplies (classroom instruction and library research)	\$5,750	\$2,100	3
4310	Multi-media technology supplies	\$4,350	\$1,600	3
4310	Curriculum Supplies: English/language arts, math, science and H/SS content materials (est. \$164/student)	\$4,500	\$2,100	2
4401	Activity kits for summer institute	\$0	\$1,500	2
4200	Supplemental language arts and literature materials	\$3,650	\$1,700	2
4100	FOSS curriculum textbooks and project-based materials	\$13,000	\$5,500	2
4100	Saxon Math curriculum textbooks	\$12,300	\$0	2
4500	Outdoor science and math supplies for problem-solving and activity-based learning	\$0	\$15,000	2
Subtotal for 4000 Series		\$43,550	\$29,500	

<b>5000 Series - Services and Other Operating Expenditures</b>				
5800	Internet and cable connection/infrastructure	\$3,600	\$1,000	3
5800	Professional development program for national certification	\$28,500	\$28,500	4
5800	Professional development for adults in technology	\$2,400	\$1,800	4
5200	National Charter School Conference	\$3,300	\$3,300	4
5200	State Charter School Conference	\$2,000	\$2,000	4
5100	Summer institute training contract	\$2,250	\$2,250	4
5100	Technology services contract	\$9,700	\$6,700	3
Subtotal for 5000 Series		\$51,750	\$45,550	
<b>6000 Series - Capital Outlay</b>				
Purchase of real estate (i.e. building/property) is not allowable. Indirect fees may not be applied to these expenses.				
6400	Educational technology hardware; eight computer systems (\$1,150 each)	\$9,200	\$2,500	3
6400	Server system for connectivity to outside learning communities	\$2,750	\$1,500	3
6400	Upgrade classroom equipment and fixtures	\$7,000	\$3,500	3
6100	Upgrade playground equipment with OSHA approved equipment	\$17,000		3
6100	Science lab improvement in support of FOSS	\$2,000	\$13,800	3
6400	Instrumental music supplies for enrichment support and intervention activities	\$6,450	\$11,000	2
Subtotal for 6000 Series		\$44,400	\$32,300	
<b>7000 Series - Other Outgo</b>				
6000 series expenses when figuring indirect fees.				
7000	Indirect Costs (alternative funding)	\$14,328	\$9,822	
	Approved indirect cost (7.4%)			
Subtotal for 7000 Series		\$0	\$0	
<b>GRAND TOTAL</b>		<b>\$252,354</b>	<b>\$174,858</b>	

### **Budget Narrative**

Our workplan and timeline describe how tightly budget costs are tied to program priorities, needs, and goals. Major line item expenditures described below represent costs for the proposed project. The school's general funds and appropriate categorical funds will pay ongoing expenses.

**1000 Series:** Two retired intermediate teachers will provide remedial intervention (reading and math) services for our under-



performing upper grade students (fourth through eighth), in consultation with the classroom teacher to jump start our Title I services (which will take over funding by year two). Adults will receive stipends to attend five-day summer institutes in developmental learning theory and activity-based instruction aligned with state standards (reading, mathematics, and science) and school assessment through the district's "Profile of a Learner."

**2000 Series:** A part-time (hourly) administrative assistant will free the two directors to provide more instructional time for students and mentor time with newer teachers.

**3000 Series:** Benefits accruing to the wages of certificated personnel supported by the grant and by the matching funds are calculated by district percentages.

**4000 Series:** While the basics of our classrooms are in place (desks, chairs, tables, and overhead projectors), much is still needed. With these funds, a large wall mounted video monitor will be installed in each classroom with a teacher's display monitor and video microscopes, plus an internet connected library lab for research. Curriculum supplies need to be increased to meet our expanded student enrollment to make sure all students have access to sufficient grade level curriculum. Purchases include curriculum supplies in the areas of English/language arts, math, science, and H/SS content materials including: Saxon math materials and activity based math materials, (kindergarten through sixth grade), language arts to be selected at teacher summer institute during year one, and science kits to be selected at institute during year two. Teacher supplies and editions will be purchased for each institute participant. The purchase of software supplies and technology will complete implementation of our technology plan and bring our unused systems into the hands of the students.

**5000 Series:** MLC has a dedicated, enthusiastic, and excellently qualified staff; however, there are significant staff development needs as few of our teachers have more than two years' experience. Among the biggest issues facing charter schools are facilities and staffing (according to federal and state charter studies). We have secured excellent facilities with district support but developing an increasing quality of staffing continues to be a priority. Directors need to provide greater mentoring (therefore, the hiring of a clerical person to free up more director time). All six teachers will complete a two-year

program leading to a Masters in Teaching degree with national certification in one curricular area (Simpson College tuition). Funds are budgeted to send one director and one teacher to the National Charter Schools' conference and to send three staff members and one parent to the State Charter School's conference each year of the grant. In addition, internet DSL services including classroom installation will be contracted to complete the connectivity aspect of our technology plan by year two.

**6000 Series:** All equipment requested from the grant is needed for completion of our site and technology plans, to be used either for the purpose of student learning or safety needs. To enable us to complete our technology plan, hardware and technology services will be obtained for a central server to complete our network, as well as upgrade computers and software to integrate our library as a viable research resource. Tech services will also assist us in solving hardware and network problems in hook-up and connectivity. To upgrade and meet safety requirements, playground equipment will be purchased to meet OSHA standards. Music equipment is needed for enrichment and intervention electives.

**7000 Series:** Indirect costs are calculated into our annual business contract with Redding School District.

## **Sustainability**

Coordination of these charter school resources and activities with collaborating agencies represents a strength of MLC, a comprehensive educational mean that will be sustained through local and sponsoring agency contributions. Continued and coordinated planning that involve related state and locally funded programs and service provides has yielded a cost-effective design and highly efficient system during implementation phases. Specifically, collaborative partners working together can each assign their services to each identified need, with high levels of communication preventing and eliminating duplicated efforts. Moreover, coordinated planning with the Redding School District allows a direct link to address needs that are most appropriate for Monarch Learning Center.

## **I. Innovative Vision**

### **BACKGROUND**

Monarch Learning Center (MLC) has successfully completed its first year as an independent charter school. MLC is a full-time, site-based classroom school using a science-based, hands-on Integrated Thematic Instructional (ITI) approach to meet the widespread needs of our students, which range from those who

present special needs to others who require challenging curriculum to flourish. Our directors enjoyed three years of previous successful charter school experience with our sister school (Chrysalis Charter School). In the spring of 2000, parents of the primary students in the Chrysalis community requested a full-time classroom program rather than the 50% classroom and 50% independent study of the Chrysalis model. In order to satisfy this desire for a full site-based program for some 50 families, the two directors of MLC, along with key parents and community members, planned and obtained separate district sponsorship to create Monarch Learning Center, a new kindergarten through eighth grade charter school, whose *mission is to provide (cultivate) an active learning community where staff (supported by family and community collaboration) provide individualized and conceptual learning for each student.*

#### **DEMOGRAPHIC CHARACTERISTICS**

Redding School District (RSD), our authorized public chartering agency, serves some of the most at-risk students in the Northern California valley. More than 50% of the families live at subsistence levels and fully two-thirds are headed by single moms. Within RSD about 13% of the population lives on "motel row," in the homeless shelter, or at the Rescue Mission. These families are largely transient with few resources. On the recent RSD Even Start parent survey, 76% self reported having an education level at or below that of a high school equivalent. Because only parents who could read and write responded to this survey, we predict the adult illiteracy levels in some areas to be much higher. Unemployment (17%) is three times the state average. Seventy-five percent (75%) of our county population receives some form of public assistance. Redding's referral rate to Child Protective Services (CPS) is 52% higher than the California average, and Shasta County ranks 13<sup>th</sup> out of 58 counties in reported cases of child abuse and neglect. MLC has a 5% foster home children rate, compared to 1.5% district-wide. In addition, 42 of our 109 students qualify for free or reduced lunch, for a total poverty population of 39%. Our poverty level is higher than the rural schools and the Shasta County average.

Furthermore, MLC serves a greater diversity and number of at-risk students than that of the demographic mix of greater Shasta County. Our at-risk students lack not only the resources to access a larger, more diverse learning community, but they need personal and academic skills to succeed. The table, right, illustrates the diverse population we serve, compared to that of Shasta County.

Demographics	Monarch Learning Center	Shasta County
Native American	6%	3%
Hispanic	6%	3%
African American	4%	1%
Asian	3%	3%
Caucasian	67%	89%

#### **STUDENT PERFORMANCE CHARACTERISTICS**

MLC currently serves students from 16 different elementary school districts in Shasta County, from both city and rural school districts. Its opening enrollment in September 2000 was 86 students in grades kindergarten through sixth, which has

expanded to 109 students, grades kindergarten through seventh. The school will grow to 125 students in grades kindergarten through eighth within the next eight months (based on our waiting list of 41 families). This growing number of participants demonstrates an urgent need to build upon existing services presently not available.

In addition, students enrolling at MLC are some of the most-in-need of intensified academic instruction, which is not available in the mainstream school(s). Teachers at surrounding schools who have counseled parents regarding the academic needs of their children refer many of our students.

In looking at Stanford Achievement Test (SAT-9) scores, Academic Performance Index (API) rankings, and district-level assessments for reading, language arts, mathematics, and spelling, these students are more-in-need than others, for a variety of reasons (e.g. academic, socio-economic, personal). These struggling students have been identified in the lowest two deciles of the API and while still generally in the average range on the SAT-9, students are scoring well-below their grade-level peers, as reported by their previous teachers.

As a small school, MLC has mixed grade classrooms that create statistically invalid small groups for reporting by the state in the annual Standardized Testing and Reporting (STAR) program. However, we have documented a statistically valid group of eleven students in second grade for the past three school years. Second grade data from the previous two years of Stanford Achievement Tests (SAT-9) comes from those students who transitioned from Catalyst Charter to continue with MLC and have been receiving our services for the past year.

**Second Grade SAT-9 Scores Over Three Years**

	READING			MATH			LANGUAGE			SPELLING		
	'99	'00	'01	'99	'00	'01	'99	'00	'01	'99	'00	'01
<b>State</b>	41	48	51	58	48	58	50	50	53	49	49	52
<b>Shasta County</b>	51	55	56	50	61	60	44	51	51	41	50	50
<b>MLC</b>	57	69	98	44	58	94	N/A	55	89	51	55	56

Monarch Learning Center credits two factors for the success (or non-failure) of students receiving services: 1) an extensive collaborative effort of service providers attempting to meet the needs of the most at-risk students; 2) standards-based individual education plans that assess, plan, and guide instruction; 3) rich parent involvement; and 4) "hands-on" research-based approaches to learning.

#### **COMMUNITY CHARACTERISTICS**

Some 155,400 persons live in Shasta County, with Redding (population 78,700) as the largest incorporated city. Shasta County is a mix of rural and suburban living. Older neighborhoods within city limits still sport horse corrals and chicken coops. Shasta County is ranked 46<sup>th</sup> economically by median family income (\$31,000) among California's 58 counties, with an annual unemployment rate of 9.1%.

In the midst of this economic poverty we are surrounded by the richness of our natural environment, including Mount Shasta and the headwaters of California's greatest rivers. Shasta County obviously possesses a rich study environment for MLC students to explore the natural world.

### **EDUCATIONAL VISION**

The design of Monarch Learning Center supports the overarching goal of improving the quality of life for all students in Shasta County, specifically Redding School District, by providing them with the necessary skills and knowledge to academically succeed and remain life-long learners. The mission of Monarch Learning Center, a public charter school, is to cultivate an active family community where parents and staff together provide more individual, real, personal, and conceptual learning for each student.

Through exploration, direct experience, and discovery, each student sustains ownership of his or her learning. Each student at MLC is a self-directed learner with his or her own customized education plan and the ability to demonstrate, articulate, and assess what he or she learns. MLC education is research-based, developmentally appropriate, exceeds state standards in reading, language, mathematics, and science, and is achieved through the three guiding principles of Respect, Excellence, and Understanding. Each student education plan is centered on content areas measurable by educational objectives, as outlined by state standards and district benchmarks in our *Profile of a Learner*. Because MLC offers practical, personal, and research-proven instructional approaches for students on a family-like basis, we are able to fill a niche in the overall educational options within our area, thus **contributing to local educational reform, as demonstrated by our waiting listing of 41 students.**

### **IDENTIFYING NEEDS**

All instructional strategies and methods of learning are linked to identified needs. MLC's strategy is to identify needs through triangulated methods (i.e., multiple sources: school data, parent surveys, collaborative partner surveys, focus groups, standards-based assessments, and district-level assessments). In this way, we can be sure that we have identified and will address the most important issues of each student. To do this in the most efficient manner and build upon existing services, MLC collaborates with the sponsoring district's extensive consortium of key stakeholders to effectively meet the needs of our school's population and refine program strategies.

### **PROVEN SUCCESSFUL MODES AND METHODS OF INSTRUCTION**

We have had excellent success with our research-based instructional design, using center-based heterogeneous grouping strategies offering all students interactive, cross-cultural communications through educational technologies, standards-based instruction, and one-on-one academic tutoring with credentialed teachers. This strategy empowers all students, both the

educationally disadvantaged students and our gifted students, to meet academic state content standards and their highest levels of achievement. The following methods of instruction characterize Monarch Learning Center:

- Individual student education plans based on California content standards and district-level benchmarks;
- Student Study Teams;
- District and state-adopted textbooks;
- Parent education and involvement;
- Distance learning via online and cable options (in process, see Goal 3); and
- Assessment and accountability for all.

We have adopted a “Never-Streaming” model for students with special needs, which quickly assesses academic needs in order to design immediate intervention approaches into at-risk student educational plans so no child is left behind. Students coming with established student education plans (five currently) and students whose previous SAT-9 test scores and new student screenings indicate performance below the 50<sup>th</sup> percentile (21 identified) are served immediately and on-site by our Never-Streaming program, which provides daily one-on-one instruction to strengthen their area of academic weakness. The term “Never-Streaming” refers to our policy that we will never mainstream and each child is served immediately at his/her assessed skill level with appropriate intervention strategies so they are never categorized but guided for greater student success and supported by informed instruction based on our comparison testing analysis. For special education services, MLC has partnered with another charter school, Redding School of the Arts, to form the Shasta County Charter School Special Education Consortium, recognized by the local Special Education Local Plan Area (SELPA).

#### **PROGRAM GOALS**

MLC’s primary goal for students upon eighth grade graduation is to create unique individuals with:

- A high concern for the natural world and others, i.e., Respect.
- The self-motivation to become life long learners, i.e., Excellence.
- A sense of the value and power of self contribution and connection to the world along with self knowledge of literacy skills in language arts, mathematics, and science that meet or exceed the California standards i.e., Understanding.

Our goal of developing lifelong learners begins early in students' lives and represents a unique balance of competence, motivation, accessibility, and experiences. Holding students to high standards conveys respect for them as learners.

#### **EDUCATIONAL OBJECTIVE**

Educational objectives are consistent with those of the Redding School District, outlined in *Profile of a Learner*, a grade-level performance standard for students in grades kindergarten through eighth. This well-organized document is also shared with parents and other community members. It specifies grade-level content standards under content area headings, *Profile of a Reader*,...*of a Mathematician*,...*of a Scientist*,...*of a Social Scientists*, and...*of a Writer*. Each profile represents the basic skills to be mastered at each grade-level by all students. Teachers use these profiles, individual education plans, and standards-based assessments to design their classroom lessons, incorporating their own unique talents, interests, and abilities to create a rich and varied educational experience. To accomplish this objective, instructional methods are designed to meet the individual learning needs of each student and are employed through a "best practices" approach. This approach is evidenced through each student's education plan developed by the staff, student, and family.

#### **ABLE TO SERVE STUDENTS**

We designed a unique home-like environment of multi-graded classes near 20 pupils, where students operate in a heterogeneous environment. Students are grouped into learning cohorts for the special purposes of enrichment and intensified instructional support as appropriate. To maintain the high quality and intensity of our instruction, we have maintained a small school population, with a medium-sized adult-to-student ratio (109 students to six credentialed teachers, plus four specialists, volunteers, and tutors), or one credentialed teacher to every 15 students. As identified earlier, 41 students are on a waiting list, therefore, additional outreach and standards-based intervention services are needed.

Parents and younger siblings are on site frequently, helping in the classroom or performing other volunteer jobs. School-wide celebrations in which all families, staff, and supporters participate are held each trimester. These celebrations have traditionally included a musical or fine arts performance and project sharing by students with much fun, music, and great food for all. Furthermore, camping trips, field trips, community service activities, and carpooling build our community connections. As in an extended family, everyone is known by every other student, staff member, and parent. Older students

watch out for the younger ones; college volunteers mentor our older students. This active concern for each other's behavior and academic achievement is always evident, perhaps due to the philosophy of our educational programs.

## **II. Educational Capacity**

### **EDUCATIONAL PHILOSOPHY**

The theories informing our educational philosophies are based on the educational research from *The Biological Basis of Thinking and Learning* by Lawrence F. Lowery, Lawrence Hall of Science, UC Berkeley, 1990. In addition, Abraham Maslow's *Hierarchy of Human Needs* contributed to the philosophical-base that human beings perceive themselves to be safe and healthy before being able to focus their attention on learning. Our instructional approach is based on brain and educational research demonstrating that humans are pattern seekers.

### **STRATEGIES TO IMPLEMENT STANDARDS-BASED INSTRUCTION**

The instructional design addresses identified needs of all students, including students with special needs and gifted students, to facilitate high academic achievement levels according to the California content standards. Monarch Learning Center employs a "best practices" approach, whereby instructional methods and materials are based on standards-based assessments to guide and plan instruction. Strategies to meet State content standards and district benchmarks are documented in each student's education plan. Additionally, our methods of instruction, as outlined below, include a team approach (teacher, families, and specialists as appropriate). Families first initiated the formation of MLC; their involvement is integrated into each part of our program as described in each section. Parents volunteer in the classroom and school activities and participate in assessment measures, staff training, and committee tasks.

### **METHODS OF INSTRUCTION/LEARNING**

As our school continually evolved through discussion with parents, teachers, community partners, and district representatives, we focused on comprehensive models that proved to be successful in improving student academic achievement. Specifically, the proven-effective Integrated Thematic Instruction (ITI) approach, authored by Kovalik, emphasizes the learner acquiring a solid foundation of basic skills and using those skills to set personal learning goals, focus on in-depth investigations, and engage in authentic projects and service. ITI also emphasizes professional development, careful monitoring of student success indicators, an individualized approach to learning, and large flexible blocks of time for study. ITI lends itself to the use of educational technologies for skill development, projects, research, and focusing on teachers as facilitators of learning and monitors of progress. These characteristics were very compatible with parent requests, and as a result, our charter school is continually aligning with this model of instruction.



The focus of the program is to create an environment where children explore and discover knowledge in a prepared setting. Teachers serve as “guides on the side” to students who are placed in eight cooperative learning groups (cohorts). In their groups, children rotate through each of the eight learning centers in two days within two classrooms. Monarch Learning Center focuses on Integrated Thematic Instruction curriculum, which has been proven most effective for all students, those at-risk and more advanced learners, as they work together. These student groups remain stable, consisting of a heterogeneous variety of developmental levels. Students are also temporarily grouped by development levels for intervention instruction or skill practice. Due to our low adult-to-student ratio we can also provide one-on-one tutoring as needed. Each teacher also develops an integrated curriculum aligned with State standards and organized around a theme. The theme provides an overarching structure tied to an important concept that helps students make connections among disparate facts and ideas.

#### **INSTRUCTIONAL COMPONENTS AND CURRICULUM**

Our curriculum adoptions are state and district approved, with district approved supplemental materials to provide adequate and appropriate instruction for all students. There is still a great need to augment all our instructional resources, as a result of our increasing enrollment and partly due to previous budget constraints.

**Full Option Science System (FOSS)** is our research-based, hands-on science curriculum designed to intensify problem-solving skills, while also emphasizing other content areas through research papers, historical contributions, and mathematical analysis. FOSS is a kindergarten through eighth grade science program developed at the Lawrence Hall of Science with support from the National Science Foundation. FOSS is a carefully planned, coordinated, and proven-effective model science curriculum. FOSS program materials are fully aligned with California science standards and are designed to meet the challenge of providing meaningful science education for all students in diverse classrooms. FOSS materials incorporate time-honored methodologies such as hands-on inquiry and interdisciplinary projects with contemporary methodologies such as multi-sensory observation and collaborative learning groups. Learning groups interact to develop communication and interpersonal skills.

Our continuing goal is to provide a balanced literacy component with our science-based program, drawing from many resources rather than a single publisher’s reading program. We employ the following best practices in the beginning grades: “Guided Reading” using Rigby and Wright Group leveled text, “Shared Reading” using big books, poems, core literature, and

songs, "Read Aloud," and "Independent Reading". Integrated into the above strategies is word study instruction including phonemic awareness, word families, high frequency words (Sitton), Making Words, and systematic phonics (McCracken). Supplemental resources we draw from include independent reading materials and teacher made games, as well as ready-made games (Scrabble, Scramble, UpWords, Boggle, Chunks, Make-A-Word, Bingo, Word Files, etc.). As skills progress, other materials and strategies are incorporated, such as reading journals and literature circles. Comprehension and active reading skills are developed through literacy activities used with the science and social studies texts.

*Saxon Math* has served as our primary math adoption, emphasizing project-based activities and connected to other core subjects. *Saxon Math* is a standards-based, assessment-driven model, which includes intervention strategies for low-performing students. In addition, enrichment activities utilize educational technologies related to math in order to: 1) meet a wide-range of learners needs and 2) provide advanced mathematical instruction for accelerated students. FOSS and *Saxon Math* training prepares teachers to provide standards-based instruction and use a variety of resources and strategies designed to give students access to content standards. *Saxon Math* is not fully implemented at MLC, and additional funds are needed to implement this proven-effective mathematical curriculum.

Technology strategies for teachers and students are aligned with the district's technology plan; however, technology-based instruction is limited due to a lack of funds. Both FOSS and *Saxon Math* programs address computer literacy and application skills as defined in the curriculum frameworks. A cluster of five to eight computers will be established in each class. Each classroom will be fully equipped with appropriate software, a process that will involve acquiring additional copies of new and existing software, including STAR testing, *Microsoft Office*, *Math Storm*, *Ancient World*, *Bookshelf*, *Math Tutor*, *Student Writing*, and FOSS computer-based assessments, to mention a few. Educational technologies will facilitate an enriched intergenerational learning environment, targeting all students and their parents.

#### **METHODS USED TO MEASURE STUDENT OUTCOMES**

The annual California STAR program provides data for the school community, sponsor district, and the public. Since MLC is small, comparison is difficult; class and school reports are overwhelmingly positive, demonstrating that our individualized,

science-based instructional approach succeeds with our students. MLC spends the time and resources to create reports comparable to state data and the school wide Academic Performance Index (API) to provide parents and the general public with comparable data. MLC also participates in the district assessments, which are classroom authentic and provide other comparable data, especially for the sponsor school board. Results from these assessments demonstrate that our students will make strong academic progress in these areas.

MLC's entire curriculum is strongly linked to California content standards. Included in our district's *Profile of a Reader,...a Mathematician,...a Writer,...a Scientists*, and...a *Social Scientists* are performance benchmarks and assessment tools for each grade level. Assessments are used by teachers to determine the extent to which students reach benchmarks associated with state standards. Out multiple measures include:

- Assessments from our adopted curriculum and supplemental materials (FOSS and *Saxon Math*);
- Teacher-made assessment rubrics for writing, science, and social science; and
- Student education portfolio guidelines and scoring rubrics.

Each student's mastery of California content standards are entered into *Measures*, a state-of-the-art electronic database developed by the sponsoring district, provides a local support network for Monarch Learning Center teachers. *Measures* is programmed to provide teachers with rapid access to standards-based multiple measures, illustrating through histograms each student's performance in each content area relevant to standards. Curriculum assessments will be documented on *Measures*, as part of the multiple measures and will be used for weekly teacher planning and other informed decision making processes at the learning center. This technology enables teachers to view, review, and share assessment results together to facilitate instructional planning and "best practices" based on state standards and multiple measures.

Proper assessment and timely feedback are crucial to our learning process and to the continued improvement of our school. We use feedback assessments (e.g., parent input, staff surveys, and student testing) that are accurate and effective, yet are integrated into our educational and instructional activities.

Assessment results collected through multiple measures are viewed by teachers during weekly planning meetings to improve instruction, enabling students to achieve the academic standards. These data are disaggregated according to pupil achievement (progress) by grade-level, subject area, and sub-

groups, including educationally-disadvantaged and gifted, to determine short- and long-term progress among students.

Twice each year every MLC family and each MLC student completes a feedback survey. Teachers use this feedback to carefully consider how to best improve their style of instruction and the direction of our school (e.g., addition of increased student attendance options). The policy council reviews these surveys for submission to the Monarch Parent Community and our sponsor, Redding School District Board.

We emphasize student assessments as a method for measuring individual progress, determining appropriate intervention strategies, and improving both learning and instruction. One of the most important reasons for assessing a student's learning progress is so the student can see evidence of progress and self-growth. Our students create external evidences of competence through building school-career portfolios, thus supporting both the self-confidence and the skills necessary for setting and fulfilling goals for the students' life and providing a tangible tool for rich, verbal, frequent, and timely dialogue with parents.

The teacher, student, and parents(s) meet quarterly for goal planning, diagnosis, and educational plan conferences using a variety of assessment criteria (student portfolios, school reports, test scores, anecdotal records, and other tools as appropriate). District supported Student Study Teams (SSTs) provide ongoing intervention as needed; parents may sign up for impromptu meetings if desired.

The student portfolio is developed as an ongoing assessment record from year to year, and a personal withdrawal letter is written for every student leaving MLC describing the student's work, progress, interests, and achievements to accompany their school records. We have a long tradition of close relationships and interactions among teachers, students, and their families, which continue beyond the school schedule.

#### **STAFF QUALIFICATIONS**

Our success at MLC reflects the dedication and commitment of all staff to the vision and goals of our charter. The two directors of the school share a combined 56 years of elementary public school classroom, site administration, curriculum, and program development experience—a total of five credentials, Cross-cultural Language and Academic Development (CLAD) certification, and numerous regional awards in science and language arts instruction. The two directors spend 40% of their time in classroom instruction. All of our five classroom teachers are fully qualified and credentialed, with no less than two years teaching experience. We have a six-hour per day secretary and a full-time credentialed assistant teacher; the assistant teacher position was created under our charter professional career ladder in partnership with the Redding School District.

Steve Essig, Director of Business and science teacher, has over 30 years of successful experience designing and implementing science-based curriculum. He initiated and developed the comprehensive natural science program, based on constructivist teaching programs through the Science in Rural California program (1992-1997) and with resounding results funded by the National Science Foundation (\$1.7 million) to improve the teaching strategies of Northern California teachers. In addition, he served as the National Trails Advisor and Partner for FOSS (1988-1995), advising curriculum developers and training teachers for field testing the kindergarten through sixth grade science curriculum, now California-adopted. Additional professional experience includes trainer for Project Learning Tree and Project Wild and staff developer for the California Science Implementation Network. He has extensive, successful experience as both a principal and classroom teacher since 1970.

Krista Sterrett, Director of Curriculum and lead teacher, was a primary teacher for 23 years prior to partnering with Steve to develop the MLC primary site. In her previous teaching position, she used a team approach in developing a yearlong thematic program, Children First Learning Centers, first implemented in 1990.

Krista's other research training includes *Insights Science Workshop*, FOSS Science Workshop, Morris Mosier--*Cross Curricular Integration*, *Math Land*, Kim Suttan, Susan Kovalik, and Karen Olsen--*Integrating Literature and Math*, *Total Reading*, John Shefelbine--*Phonemic Awareness*, and California Network of Educational Charters (CANEC) Charter School Conference.

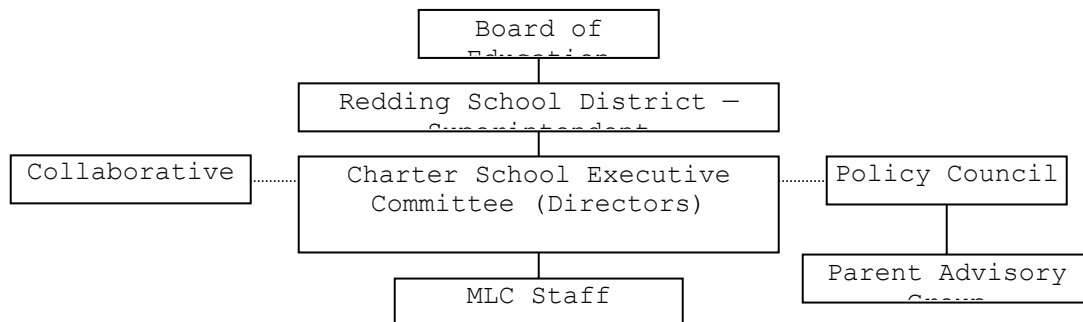
#### **PROFESSIONAL DEVELOPMENT**

Professional development focuses on identified students needs. The professional development plan consists of 23 days training; seven days of FOSS science and problem-solving training, ten days of *Saxon Math* training, and ten days "best practices" development training. A collegial math development program (*Saxon Math*) will engage grade-level teachers in planning activities to prepare a coordinated and articulated standards-based math program. All three training alternatives provide in-depth training, which is continuous throughout the year and is supported through classroom technical assistance and professional interaction. Certified trainers, textbook publishers, and college personnel provide high quality training. To support our staff, we participate in the district teacher mentoring program, staff development options, academic science programs, and monthly teacher mentor opportunities. Our complete staff collaborates on a weekly basis regarding curriculum, classroom management, lesson planning, problem solving, and student progress.

Plans and resources for professional development are consistent with those of the Redding School District. In addition, parents are eligible to attend all professional development activities for MLC faculty. Strong partnerships with Simpson College and Shasta College will continue to expand a rich menu of adult learning activities targeted by assessment analysis to enhance instruction.

### III. Business and Organizational Management Capacity

Monarch Learning Center has completed its successful first year and will serve kindergarten through eighth grade in 2002, with an enrollment of 125 students and employing five lead teachers (two of which are 60% directors), one credentialed assistant teacher, one paraprofessional, and one clerical support staff person. Within our charter are detailed and specific school policies and procedures (bylaws and contracting procedures are attached as a requirement of the funding source, item number nine), an organizational plan, job descriptions, educational plan, business plan, and personnel procedures, which demonstrate our success in managing a fiscally sound organization.



We consider the previous successful experience of our directors in providing leadership and overseeing extensive business/management structures (e.g., budget, organizational chart) as a great asset, which supports our vision for student academic success. These components of **our comprehensive design** together with the Policy Council, a team of staff and parents, focus on our school vision of creating self-motivated, life-long learners, as outlined in our **governance and management structure diagrammed above**.

Our Policy Council consists of the director of business, director of curriculum, lead teachers, representatives of the Redding School District, and an elected parent representative from each class. The Council drafts new policies for directing the long-range operation of the school and proper conduct of school business where no charter language exists. It serves as

a forum for parent and staff feedback and provides oversight for reviewing curriculum, business reports, and student or staff discipline issues.

Our school Executive Committee consists of the two directors who make decisions about ongoing day by day operations, including student discipline and teacher supervision. The director of curriculum oversees the school's educational program while the director of business is responsible for the fiscal and physical resources of the school. The administrators are responsible for staff supervision, overseeing classroom management, off-campus field trips, and teaching science for all grade levels.

Our personnel are knowledgeable and experienced in sound fiscal management. Steve Essig (Administrative Services Credential and Master of Arts in Education) has over 20 years experience administrating large budgets and over three years of recent success as co-founder, site administrator, and teacher with the Chrysalis Charter School (\$450,000 annual charter school budget). He was the Project Director and Principal Investigator for Science in Rural California (\$1.7 million annual budget) and an elementary school principal operating with a decentralized budget. As outlined in our workplan narrative (page 13), costs analysis, and five-year comprehensive budget, we have formulated cash flow projections demonstrating the fiscal viability of the school and an understanding of charter school funding.

#### **GOVERNANCE AND MANAGEMENT**

**The primary role and responsibility of our sponsoring district** (Redding School District [RSD]) is to provide **technical support and financial oversight**. Besides making available routine business, personnel, and payroll services, they assist in establishing and monitoring financial accounting systems and include MLC in the district's annual audit procedures. RSD also provides communication and fiscal action interface with our sister charter schools, the Shasta County Office of Education, the Shasta County treasurer, and the California Department of Education. Liability protection and property insurance is provided through our membership in local, regional, and state Joint Powers Authority (JPA). Partners such as the Sacramento River Discovery Center and the Turtle Bay Museum and Arboretum provide scientific, technical, and educational expertise. We have an ongoing working relationship with CANEC. The Charter Schools Unit (California Department of Education) provides us with assistance, such as grant writing workshops and awards, revolving loans, resource information, and advocacy. The Charter School Development Center continues to provide us with technical

assistance, training, and resources including manuals, guidebooks, and articles pertaining to charter school operations.

#### **FACILITIES**

We have a 15-year lease (with agreement to own) on our facility, with five multi-grade classrooms (kindergarten through eighth grade) and an office, as well as a playground and an outdoor learning discovery area. Maintenance for the property is part of our operating budget and parents sign up for special projects.

#### **RECRUITING**

We adhere to the district approved process for recruitment of qualified personnel. All of our current staff members are fully qualified.

### **IV. Collaboration and Networking Strategies**

#### **PARENT INVOLVEMENT**

Parents and other community members are vitally involved in both our daily elective activities but also in maintaining our community connections along with program implementation and governance responsibilities. Parent choices about learning for their individual children are incorporated into the student's learning plan. Through our Community Learning requirement within each student plan, parents actively teach and share learning experiences that fit their children's needs and the values of their family. Parents can count on their child's teacher for coaching help and guidance and on the unique gifts of other MLC families to further enrich the learning experiences of all students. Parents are actively involved in diverse ways, e.g. classroom volunteers, field study drivers and supervisors, planning and implementation of off-campus activities, school committees (booster and social), Policy Council, school site maintenance and improvements, talent or skill sharing (such as ceramics, music, soccer, and basketball), electives, geography, literature circle, cultures and customs of other countries, crafts, and grant writing and fundraising. MLC is well known for its **innovative and family-like culture** in which all partners (staff, parents, and community) actively participate and contribute.

#### **EXTERNAL PARTNERSHIPS**

MLC warmly acknowledges its four-year filial relationship to our sister school, Chrysalis Charter School. Most of the principles in the MLC charter bylaws were developed from the debates and experiences with fellow staff, the collegiality and



care of committed parents, and the energy and enthusiasm of scores of our students. MLC is strongly connected and supported by a diverse collection of community organizations, educational outreach programs, local businesses, and our sponsoring school district, as indicated below.

#### **AUTHORIZING PUBLIC CHARTER AGENCY**

Our sponsoring district (Redding School District) provides: 1) fiscal oversight and routine business services (as explained in *III. Business and Organizational Management Capacity*), 2) representatives and expertise for the charter council, 3) access to facilities and services from other sites, and 4) includes our charter students in district and statewide standards-based assessments and scoring at a fair per pupil cost.

#### **EDUCATIONAL PARTNERSHIP AGENCIES**

Simpson College and Shasta College provide academic tutoring assistance for low-performing students. Our agency and community partners (listed below) provide and/or support student field study activities extending our science theme, staff professional development, parent education, school recreational activities, and community outreach.

**Others:** Shasta College Agricultural Program, Shasta College Museum, Shasta County Office of Education, Sacramento River Discovery Center, Turtle Bay Museum and Arboretum, Redding Museum of Art and History, French Gulch School, Keeley's Reptile Show, Pioneer Musical Instruments, Wintu Indian Cultural Exchange, Schreder Planetarium, Chico Plant Farm, and Dunsmuir River Exchange.

#### **COMMUNITY PARTNERS**

Redding Medical Center, Shasta Dam/Federal Bureau of Reclamation, Lassen National Park, Record Searchlight Media, Pepsi-Cola, Redding Recycling Center, Burger King, and United States Post Office.

The community and collaborative clearly recognize the continued advancement of Monarch Learning Center services. We are requesting funds to allow us to purchase supplemental programs, train staff, and install technology. We will seek means to continue the program; these means may include adding staff to the existing program, requesting increased funding from local government offices, applying for funds from other agencies, and so on.

## **V. Overall Program Evaluation**

Evaluation strategies are directly linked to measurable goals and benchmarks through performance specifications and timelines of each goal. Specifically, the evaluation plan calls for the administration of assessment instruments and the collection and analysis of data to evaluate changes in academic performance based on API scores and normal curve equivalent score gains in reading, math, and science, and for each sub-population. FOSS and *Saxon Math* assessments are administered throughout the year and used for planning instruction for students. Through *Measures*, these data will follow students from level to level and grade to grade in an articulated and seamless design, an evaluation strategy that enables teachers to share, view, and plan according to standards. Similarly, the evaluation plan collects records of participation, completions, and growth in skills and knowledge on part of the staff and parents according to the specification of goals and benchmarks.

The evaluation plan will involve several levels: we will 1) participate in the state-level evaluation, as requested within the application forms, 2) maintain complete data so that we can aggregate and disaggregate data, 3) maintain data on specific students and their families so that we can monitor student academic achievement, 4) ensure both process and outcome evaluations, and 5) collect qualitative data.

Because our ongoing program assessment is key to maintaining the integrity of our mission and vision of successful educational reform, we have utilized both a formative and summative approach for the evaluation and integration of our educational capacity, business and organizational management, plus collaboration and networking success for the benefit of our students and their families. As indicated in our charter, our goals and benchmarks for improved student learning, developed in alignment with the Redding School District "Profile of a Learner," outline consistent grade level profiles of achievement, representing the basic skills and high academic standards to be mastered at each grade level by all students, based on the California state-adopted standards for students in grades kindergarten through eighth. Teachers use these profiles to design their classroom lessons, incorporating their own unique talents, interests, and abilities, as well as those of their students to create a rich and varied educational experience for all students.

#### **COMPREHENSIVE ASSESSMENT PROGRAM**

The Redding School District provides yearly audit services concurrent with their annual audit. At the same time MLC also conducts an internal program review of all aspects of our program, as presented in the evaluation design chart and timeline below. This allows us to monitor program progress and success, guiding our staff and students in continual adaptation and improvements.

Component	Assessment & Instrument	Administration	Timeline
<b><i>EDUCATIONAL PROGRAM CAPACITY</i></b>			
Ranking:	API (SAT-9, district profile)	District/stat	Annually

		e criteria	
Special Needs	Oral language placement (ELD as appropriate) Special Needs District Intake Assessment	District specialists Classroom teacher	Annually
Student Achievement	Content area academic achievement (curriculum tests, project/assignment proficiency)	Lead teacher	Monthly
Student Achievement	Reading/writing levels (district writing/reading rubrics, student journals, compositions, and published submissions)	Lead teacher	Quarterly
Student Achievement	Academic performance (SAT-9, district profile of a learner)	Lead teacher Dir. of curriculum	Annually
Student Achievement	Teachers' assessment of students' progress, review of student portfolios	Lead teacher & family	Daily/Weekly
Student Participation	Enrollment, attendance, retention (school records)	Staff	Ongoing
Student & Family Satisfaction	Interviews/surveys/focus groups, waiting list, modification in programs based on staff and parent feedback	Staff & families	Biannually

<b>BUSINESS &amp; ORGANIZATIONAL MANAGEMENT</b>			
Site Management	Staff input (group discussion and surveys), staff mentoring records, meeting of workplan timelines, low teacher/student ratio	Directors & staff	Monthly
Financial Mgmt.	School & district fiscal records, balanced budget with reasonable reserves	Directors & staff	Monthly
<b>COLLABORATION &amp; NETWORKING SUCCESS</b>			
Community	Media & correspondence, community and partner surveys, school records & annual charter school reports	Directors & staff	Monthly
Family Involvement	Interviews, surveys, participation, volunteer, & activity logs	Directors & staff	Monthly

Coupled with the audits are self-assessment tools, such as surveys of parents and staff on what is working and what needs improvement. We are able to collaboratively self-monitor our success in meeting our goals and fulfilling our innovative vision in a timely, effective manner while supporting a warm family-like culture. Parent involvement, support, and satisfaction is evaluated by tracking the percentage of parents who participate in school activities, parent conferences, and ongoing parent education programs through sign-ins and activity logs. The faculty identifies their needs and priorities through critical reflection and monthly staff evaluation of program

services. Student assessment methods are both quantitative (e.g. SAT-9) and qualitative (e.g. student journals). Quantitative measures serve as a basis for comparison to equivalent schools statewide. Qualitative measures allow us to improve our teaching and practices. Student enrollment, attendance, and retention also indicate progress and measure success. Portfolios and artifacts will provide evaluation of development of thinking skills and written expression, as well as artistic expression, imagination, and concept formation. Portfolios will also indicate the level of the students' progress, along with year-end review letters from teachers and students.

## **VI. Grant Project Proposal**

The following work plan is tied to our vision to cultivate an active family community where parents and staff together provide individual, real, personal, and conceptual learning for each student. The experience of our directors and staff, as described previously, demonstrate their expertise and strong qualifications to sustain the charter school. The members of our independent Policy Council each serve rotating positions for two years minimum. We have had no staff turnover; moreover, the cohesiveness of our school culture encourages strong commitment and dedication to our vision. At the same time, we need to build upon existing services, while meeting the continuous need to improve students' academic performance.

We have identified four priority goals and objectives as outlined below, aligned with measurable outcomes and based on our student needs adhering to grant requirements. As used to fulfilling these goals, the grant funds support our educational vision and objectives as a high quality educational option for our students' enhanced performance. Goals include: 1) intensified academic support/instruction for low performing students; 2) classroom teacher professional development, 3) completion of our educational technology plan, and 4) acquisition of necessary curriculum materials.

The following workplan identifies for each goal our needs criteria, activities and products, timeline and persons responsible, outcome measures (as discussed in our comprehensive evaluation plan in the previous section), and costs by year.

## Monarch Learning Center Workplan Narrative

### Goal 1 – Academic Achievement

Goal	Need	Activity/Objective	Measure	Timeline	Person Responsible
<b>Intensified Academic Instruction/Support For Low Performing Students</b>	Fifty-percent of first year pupils are below the 50 <sup>th</sup> percentile.	Hire two experienced, intermediate teachers to work in two upper grade multi-aged classrooms (fourth through eighth) to provide intensified instruction and lower the student-to-teacher ratio in these grades. New teachers will work three days in collaboration with classroom teachers for intervention and remediation support.	Personnel records, teacher reports, and classroom observations	April 2002	Director(s)
		Students performing below the 50 <sup>th</sup> percentile will achieve above the 50 <sup>th</sup> percentile.	SAT-9 student scores	May 2003	Classroom Teachers

### Goal 2 – Acquisition of Instructional Materials

Goal	Need	Activity/Objective	Measure	Timeline	Person Responsible
<b>Provide Students with Accessible Materials</b>	Each grade level needs textbooks and materials (language arts, math, and science) whose purchase was deferred due to initial building costs.	Acquire and fully implement <i>Saxon Math</i> curriculum.	Classroom observation, site records, inventory records	Fall 2002	Director(s), Lead Teachers
		Algebra and activity-based math.		Fall 2002	
		Fully implement the FOSS science curriculum.		Spring 2003	
		Science lab and activity-based materials in support of the FOSS curriculum.		Spring 2003	
		Language arts and literature materials.		July 2003	
		Instrumental music supplies for enrichment support and intervention activities.		Spring 2003	

		Project-based activity kits for summer program.		July 2003	
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**Goal 3 – Completion of Site and Technology Plan**

Goal	Need	Activity/Objective	Measure	Timeline	Person Responsible
<b>Access to Multiple and Diverse Learning Communities through Technology</b>	There is limited access to educational technologies for project-based and enrichment activities.	<ul style="list-style-type: none"> <li>Connect to central server to complete our network; purchase and upgrade computers.</li> <li>Connectivity associated with online and cable hook-ups.</li> <li>Integrate multi-media technology.</li> </ul>	Site technology services in operation	May 2003	Director(s), classroom teachers
		Contract for assistance in resolving hardware and network problems; complete the network, internet hookup, and connectivity requirements.		April 2002	Director(s)
		<ul style="list-style-type: none"> <li>Equip each classroom with a wall mounted video monitor linked to cable TV, video, digital players, and the teacher's computer.</li> <li>Purchase two video microscopes and carts to interface with monitors; order six student storage cubby units and five storage and bookcase units.</li> </ul>	Program and school records	Fall 2002 Fall 2003	
		Classroom teacher and parent technology training.	Records of participation	December 2002	
		Integrate culturally-appropriate software for enrichment and project-based activities.	Classroom observation	May 2003	

		Site restoration purchases: <ul style="list-style-type: none"> <li>• OSHA approved equipment and installation.</li> <li>• Safety upgrade.</li> <li>• Restore seating for amphitheatre</li> </ul>	Primary playground, play field, and seating to code	Fall 2002 – Spring 2003	
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#### ***Goal 4 – Professional Development***

<b>Goal</b>	<b>Need</b>	<b>Activity/Objective</b>	<b>Measure</b>	<b>Timeline</b>	<b>Person Responsible</b>
<b>Improve Classroom Teacher Professional Development</b>	Align instructional methods to State standards. To compensate for less experienced teachers requires on site support or mentoring.	<ul style="list-style-type: none"> <li>• All teachers will participate in a two-year program offered by Simpson College.</li> <li>• All teachers will participate in the district-level teacher mentoring program.</li> <li>• Hire a half-time administrative assistant to allow directors to teach throughout the entire school day, and offer teachers support.</li> </ul>	Records of participation, teacher reports, staff meeting reports, program participation certificates, district measures	March 2002  March 2003  April 2002	Director(s), Classroom Teachers
		Two summer institutes (developmental learning theory and activity-based instruction) aligned with state standards.	Records of participation	Summer 2002/2003	
		FOSS (science curriculum) training.		May 2002	
		Saxon Math (math curriculum) training.		December 2002	